

Curriculum Guide

Third Grade General Music

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INTRODUCTION

This Third Grade General Music Curriculum Guide continues the sequence of instruction outlined in the first two volumes of our Elementary General Music Curriculum. The first volume, written in the summer of 2007, outlined the curriculum for our Kindergarten and First Grade General Music program. This was followed by the writing of the second volume, in the summer of 2008, which outlined the curriculum for Second Grade General Music.

In this third volume we have followed the same structure and layout as the first two volumes. We believe this familiar layout will aid the user in accessing and using the resources of the newest curriculum guide. The document begins with a listing of several broad outcomes, specifically geared to the developmental needs of a third grade student, which build upon the outcomes of the earlier grades. Following these broad outcomes are a variety of specific activities and musical examples which support the teaching and learning of the outcomes. As a reference, and to assist the reader in understanding the flow of the curriculum from one grade to the next, this document lists the Kindergarten, First Grade, and Second Grade outcomes first followed by the Third Grade outcomes.

The Hicksville Public Schools Elementary General Music Curriculum emphasizes learning through active participation by all students. With this in mind, the guide takes each outcome and describes several teacher directed activities which foster student development of the skill, knowledge or behavior specified in the outcome. In general, these activities include singing and learning about folksongs, participating in singing games, participating in movement activities and dances, manipulating objects in time to music, solfege singing, reading and writing music notation, and performing on instruments. The instruments used in the Kindergarten, First and Second Grade Curriculum include hand held percussion and various mallet (Orff) instruments. The Third Grade Curriculum continues the use of those instruments but also incorporates significant use of the recorder. The use of the recorder supports the development of music literacy, develops the students' ability to translate the notes on a page into solo and ensemble musical performances, and helps lay the groundwork for further study of an orchestra or band instrument.

The New York State Standards learned through student participation in each activity are listed in parenthesis. For most activities, one or more specific examples of songs that can be used for the activity are given, with an indication in parenthesis of the source in which they can be found. Where the song also reinforces student learning of grade level standards in another subject area, that subject is specified in brackets.

At the end of the guide, a listing of the sources referenced is given, along with a legend indicating the abbreviations used throughout the guide to indicate each source.

The outcomes, and activities listed within each outcome, are derived from and will enable students to achieve the New York State Learning Standards for music in ways most appropriate for, and optimized to the developmental needs of, third grade students.

The New York State Learning Standards for the arts are:

1. Creating, performing and participating in the arts
2. Knowing and using arts materials and resources
3. Responding to and analyzing works of art
4. Understanding the cultural dimensions and contributions of the arts

KINDERGARTEN OUTCOMES

Students will learn to sing in tune and on pitch.

Students will learn to discriminate between high and low.

Students will learn to discriminate between fast and slow.

Students will learn to discriminate between loud and soft.

Students will learn to discriminate between long and short sounds.

Students will learn to demonstrate a steady beat.

Students will learn to coordinate movement with music in the form of simple dances, circle games and creative movement through space.

FIRST GRADE OUTCOMES

Students will learn to sing in tune and on pitch with more consistency.

Students will learn to demonstrate a steady beat with more consistency.

Students will learn to identify and read rhythmic notation using ta, ti ti and rest.

Students will learn to identify and read melodic notation using Sol, La, Mi, and later Re and Do, both from Kodaly hand signs and staff notation.

Students will learn to coordinate movement with music in the form of dances, more complex circle games and creative movement.

SECOND GRADE OUTCOMES

Students will sing in tune and on pitch with more consistency.

Students will demonstrate a steady beat with more consistency at different tempi within duple and triple meters.

Students will learn to identify, read and write rhythmic notation using ta-ah and half rest. Previous rhythms learned (ta, ti-ti, and quarter rest) will be reinforced within both duple and triple meters.

Students will learn to identify and read melodic notation using low La, low Sol and high Do, both from Kodaly hand signs and staff notation. Previous notes learned (Sol, La, Mi, Re, Do) will be reinforced.

Students will learn to sing and play simple two-part songs, introducing the concept of harmony.

Students will learn to identify the following musical symbols: staff, treble clef, bar line, measure, double bar line, repeat sign, quarter note, quarter rest, half note, half rest.

Students will coordinate movement with music in the form of more complex dances, circle games and creative movement.

Students will learn to identify, create, and perform music that uses simple forms (AB, ABA).

THIRD GRADE OUTCOMES

Students will sing in tune and on pitch with more consistency.

Students will demonstrate a steady beat with more consistency at different tempi within duple and triple meters.

Students will learn to identify, read and write rhythmic notation using ti-ri-ti-ri (sixteenth notes), ta-ah-ah (dotted half note), ta-ah-ah-ah (whole note) and whole rest. Previous rhythms learned (quarter note, eighth notes, quarter rest, half note, half rest) will be reinforced within both duple and triple meters.

Students will identify, read and write melodic notation using all notes previously learned (Sol, La, Mi, Re, Do, low La, low Sol and high Do), both from Kodaly hand signs and staff notation. Students will also learn Fa and Ti in the context of the diatonic scale.

Students will sing and play two-part songs, reinforcing the concept of harmony.

Students will learn to identify the following musical symbols: whole note, whole rest, dotted half note, eighth notes, sixteenth notes, 1st and 2nd ending, D.C. al Fine and dynamics (pp, p, mp, mf, f, ff). Students will also reinforce musical symbols previously learned.

Students will coordinate movement with music in the form of more complex dances, circle games and creative movement.

Students will learn to identify, create and perform music that uses Rondo form (ABACADA...) as well as simple forms previously learned.

Students will learn to identify the instruments of the band and orchestra.

Students will learn to identify the letter names of the treble clef.

Students will develop and apply musical skills through the use of the recorder.

I. Students will sing in tune and on pitch with more consistency.

Suggested Activities:

- A. Echo melodic phrases using the pitches Sol, Mi, La, Re, Do, low La, low Sol, and high Do, using and understanding correct terminology and Kodaly hand signs. (SS1)
- B. Echo new songs phrase by phrase. (SS1)
- C. Identify pitches using solfege syllables from pentatonic song material. (SS1, 4)

Examples:

- “Li’l Liza Jane” (SB)
 - “Now Let Me Fly” (SB) [Social Studies]
 - “Don’t Let the Wind” (SB) [Social Studies]
 - “Turn the Glasses Over” (SB)
 - “Cotton Eye Joe” (W) [Social Studies]
- D. Sing songs using Fa and Ti, utilizing the entire diatonic scale. (SS1, 4)

Examples:

- “Back of the Bus” (SB) [Social Studies]
 - “Kye Kye Kule” (W) [Social Studies]
 - “Kingston Market” SB [Social Studies]
 - “Sarasponda” (H)
 - “Go Tell Aunt Rhody” (K)
 - “Whistle, Daughter, Whistle” (K)
 - “It’s a Beautiful Day” (SB)
- E. Utilizing any of the song material above, echo patterns with listening tube to model teacher’s example. (SS1)

II. Students will demonstrate a steady beat with more consistency at different tempi within duple and triple meters.

Suggested Activities:

- A. Demonstrate steady beat through movement and body percussion. (SS1, 4)

Examples:

- “How Much Wood Could a Woodchuck Chuck” (SB) [Science]
- “Turn the Glasses Over” (SB)
- “Liza Jane” (W) [Social Studies]
- “He’s Got the Whole World in His Hands” (SB) [ELA]

- B. Demonstrate the difference between steady beat and rhythm through the use of movement and instruments. (SS1, 2)

Examples:

- Divide the class into two groups. One group performs the beat; one group performs the rhythm using any combination of body percussion and classroom instruments.
- “Alligator Pie” (SB)
- “Name, Name, What’s Your Name” (SB)
- “Train is A-Comin’” (SB) [Social Studies]

- C. Pass object to steady beat through use of songs, rhymes and games. (SS1, 3, 4)

Examples:

- “Cobbler, Cobbler (Pass the Shoe)” (SG)
- “Button You Must Wander” (SG)
- “Sansaw akroma” (SB) [Social Studies]

- D. Demonstrate the natural accents in two-four, three-four and four-four meters through movement, body percussion and the use of instruments. (SS2, 3)

III. Students will learn to identify, read and write rhythmic notation using ti-ri-ti-ri (sixteenth notes), ta-ah-ah (dotted half note), ta-ah-ah-ah (whole note) and whole rest. Previous rhythms learned (quarter note, eighth notes, quarter rest, half note, half rest) will be reinforced within both duple and triple meters.

Suggested Activities:

- A. Echo-clap four-beat patterns to introduce new terminology and reinforce previously-learned terminology. (SS1)
- B. Identify rhythms using syllables from teacher-clapped patterns. (SS3)
- C. Notate rhythm patterns using lap boards, chalkboard and paper. (SS1, 2, 3)
- D. Arrange prepared rhythm cards in proper order to simple songs. (SS2, 3, 4)
- E. Identify and demonstrate rhythm patterns using ti-ri-ti-ri (), ta-ah-ah (), Ta-ah-ah-ah () and whole rest () in both new and old songs. (SS1, 3, 4)

Examples for :

- “Ding, Dong; Diggidiggidong” (SB)
- “Golden Ring Around Susan Girl” (SB) [ELA]
- “Love Somebody” (SB)
- “Tideo” (JT/SG)
- “Chicken on the Fence Post” (SB)

Examples for :

- “The World We Love” (SB)

- “America the Beautiful” (SB) [Social Studies]
- “Morning is Come” (SB)

Examples for and :

- “Hush, Hush” (SB)
- “I’m on My Way” (SB)
- “Old Texas” (SB) [Social Studies]
- “Do, Lord” (SB)
- “Each of Us is a Flower” (SB) [Science]

F. Create rhythmic ostinati to familiar songs, using Orff and/or rhythm instruments. (SS1, 2, 4)

G. Improvise question-and-answer rhythm patterns using , , and , as well as previously-learned rhythms. (SS1)

IV. Students will identify, read and write melodic notation using all notes previously learned (Sol, La, Mi, Re, Do, low La, low Sol and high Do), both from Kodaly hand signs and staff notation. Students will also learn Fa and Ti in the context of the diatonic scale.

Suggested Activities:

- A. Echo, then sight-sing, melodic patterns using Kodaly hand signs to reinforce previously-learned melodic terminology. (SS1)
- B. Notate simple melodic patterns in various combinations of all previously-learned notes (Do, Re, Mi, Sol, La, high Do, low La, low Sol). (SS1, 2)
- C. Learn new song material to reinforce low La, low Sol and high Do. (SS1, 4)

Examples for reinforcing low La and Low Sol:

- “Alabama Gal” (SB)

- “Bluebonnets of Texas” (SB) [Social Studies]
- “Peace Like a River” (SB)
- “Pretty Saro” (SB)
- “Four White Horses” (SB) [Social Studies]

Examples for reinforcing high Do:

- “Don’t Let the Wind” (SB)
- “Great Day” (SB)
- “Old Man Mosie” (SB)
- “Take Me Out to the Ballgame” (SB)
- “I Don’t Care if the Rain Comes Down” (SB) [Science]
- “La Piñata” (SB) [ELA, Social Studies]

D. Learn Fa and Ti as an introduction to the complete diatonic scale. (SS1, 2)

Examples:

- Using the song “Do-Re-Mi” from The Sound of Music, sing and sign the complete diatonic scale.
- Echo, then sight-sing various diatonic patterns.
- Notate scale on lap boards and/or staff paper.
- Play scale patterns on Orff instruments.

E. Improvise question-and-answer melodic patterns using previously-learned notes. (SS1, 2)

V. Students will sing and play two-part songs, reinforcing the concept of harmony.

Suggested Activities:

A. Add simple melodic ostinati to familiar songs using prepared Orff instruments. (SS1, 2, 3, 4)

Examples:

- “A Small Job” (SB)

- “Vamos a la mar” (“Let’s Go to the Sea”) (SB)
- “Sweet Potatoes” (SB)
- “Shu ha mo” (“Frogs”) (SB) [Math]
- “Artsa Alinu” (“Come to the Land”) (SB)
- “The More We Get Together” (H)
- “Shooting Stars” (H) [Science]

B. Sing simple two-part and three-part rounds. (SS1, 4)

Examples:

- “Make New Friends” (SB)
- “Morning is Come” (SB)
- “Good Morning” (SB)
- “A Ram Sam Sam” (SB) [Social Studies]
- “Little Tom Tinker” (T)
- “Tender Shepherd” (SB)

C. Sing partner songs. (SS1, 4)

Examples:

- “This Old Man” and “Michael Finnegan” (SB)
- “Each of Us is a Flower” (SB) [Science]
- “Canoe Song” and “Land of the Silver Birch” (H) [Social Studies]

D. Sing simple two-part songs. (SS1, 4)

Examples:

- “I’d Like to Teach the World to Sing” (SB) [Social Studies]
- “Old Texas” (SB) [Social Studies]
- “I’m on My Way” (SB)
- “Cotton Eye Joe” (W)
- “One of These Days” (H)
- “I Love the Mountains” (H) [Science]
- “Raindrops” (H) [Science]

VI. Students will learn to identify the following musical symbols: whole note, whole rest, dotted half note, eighth notes, sixteenth notes, 1st and 2nd ending, D. C. al Fine and dynamics (*pp*, *p*, *mp*, *mf*, *f*, *ff*). Students will also reinforce musical symbols previously learned.

Suggested Activities:

- A. Introduce the musical symbols for new notes and rests (, , , ,), through the use of song material and flashcards. Reinforce previously-learned notes and rests (, , ,) in the same manner. (SS1, 2, 4)
- B. Learn new song material to introduce 1st and 2nd ending, D. C. al Fine, and dynamics (*pp*, *p*, *mp*, *mf*, *f*, *ff*). (SS1, 3, 4)

Examples for 1st and 2nd ending:

- “Peppermint Twist” (SB)
- “Havenu shalom aleichem” (“We Come to Greet You in Peace”) (SB) [Social Studies]
- “Texas Cowboy” (SB) [Social Studies]
- “I’d Like to Teach the World to Sing” (SB) [Social Studies]

Examples for D. C. al Fine:

- “Hello to All the Children of the World” (SB) [Social Studies]
- “Oh, Won’t You Sit Down” (SB)
- “The Loco-Motion” (SB)
- “The Flat Foot Floogie” (SB) [Social Studies]
- “Don’t Let Your Watch Run Down” (SB) [Math]

Examples for dynamics:

- “Supercalifragilisticexpialidocious” (SB)
- “Hush Hush” (SB) [Social Studies]
- Moving from Soft to Loud lesson (SB)

- C. Play “Around the World” game using music flashcards of new and previously-learned symbols (SS2, 3)
- D. Play team games where students compete to earn points by identifying musical symbols from flashcards. (SS2, 3)
- E. Locate and identify musical symbols from printed song materials. (SS2, 3, 4)

VII. Students will coordinate movement with music in the form of more complex dances, circle games and creative movement.

Suggested Activities:

- A. Perform patterned dances, increasing in complexity throughout the year. (SS1, 4)

Examples:

- “Artsa Alinu” (“Come to the Land”) (SB) [Social Studies]
- “Wooly Bully” (SB) [Social Studies]
- “Yankee Doodle” (SB) [Social Studies]
- “Draw a Bucket of Water” (W) [Math]
- “How Many Miles to Babylon?” (W) [Social Studies]
- “The Noble Duke of York” (SG) [Social Studies]

- B. Play circle games that require more complex movement to music. (SS1, 4)

Examples:

- “Little Johnny Brown” (SB)
- “Al animo” (SB) [Social Studies]
- “Circle Round the Zero” (SG)
- “Cut the Cake” (SG)
- “Wishy Washy” (JT)

C. Perform songs which require adding creative movement to music.
(SS1, 3, 4)

Examples:

- “Black Snake” (SB) [ELA]
- “Knock No More” (SB) [ELA]
- “Ambos a dos” (“Go Two by Two”) (SB) [Social Studies]
- “Walk Together, Children” (SB) [Social Studies]
- “Fiddle-de-de” (SG) [ELA]
- “Rocky Mountain” (SG) [Science]

VIII. Students will learn to identify, create and perform music that uses Rondo form (ABACADA ...) as well as simple forms previously learned.

Suggested Activities:

A. Identify Rondo form in song material. (SS1, 2, 3, 4)

Examples:

- “Bananas and Cream” (SB)
- “Country Dance” (SB)
- “Rondo for Lunch” (SB)
- “Rondo for Percussion” (SB)

B. Identify previously-learned forms (AB, ABA) in new song material. (SS1, 3, 4)

Examples for AB form:

- “El rabel” (“The Violin”) (SB) [Social Studies]
- “Flop-Eared Mule” (SB)
- “Old Dan Tucker” (SB) [Social Studies]
- “Joy to the World” (SB)

Examples for ABA form:

- “Never Smile at a Crocodile” (SB) [Science]
- “Mubarak” (“Happy Birthday”) [Social Studies]
- “Had to Get Up This Mornin’ Soon” (SB) [Science]
- “Doong gul ge” (“Round and Around We Go”) (SB) [Social Studies]

C. Create movements or choreograph dances representing various forms. (SS1, 3)

D. Create rhythm compositions in various forms using Orff and/or percussion instruments. (SS1, 2, 3)

IX. Students will learn to identify the instruments of the band and orchestra.

Suggested Activities:

A. Identify instruments and their families using visual materials and recordings. (SS2, 3, 4)

Examples:

- Welcome to the String Family lesson (SB)
- Mallet Magic lesson (SB)
- Flutes of the World lesson (SB)
- Bring on the Brass lesson (SB)
- Instruments of the Orchestra lesson (H)

B. Create and perform on handmade instruments using common objects, such as a coffee can drum, shoebox and rubber band violin, paper towel tube flute, etc. (SS1, 2) [Science]

C. View various video materials introducing and demonstrating instruments of the band and orchestra. (SS2, 3)

Examples:

- Arpeggio Meets the Brass Family
- Tubby the Tuba
- Carnival of the Animals
- String Instruments: Bowed and String Instruments: Plucked
- Percussion Instruments: Tuned
- Stomp Out Loud

X. Students will learn to identify the letter names of the treble clef.

Suggested Activities:

- A. Learn letter names of the lines and spaces using the hand staff and floor staff. (SS2)
- B. Create acronyms for the line notes and use the word “FACE” for the space notes. (SS1)
- C. Using whiteboard and individual lap boards, draw notes on the staff as directed by teacher. (SS2, 3)
- D. List words using letters of the musical alphabet and transfer to the staff. (SS3)
- E. Decode staff notes into words to solve puzzles such as crosswords, fill-in-the-blanks, etc. (SS2, 3)
- F. Using flashcards, play team games to reinforce letter names. (SS2, 3)

XI. Students will develop and apply musical skills through the use of the recorder.

Suggested Activities:

- A. Echo simple rhythm patterns to introduce each new note. (SS1, 2)

B. Play patterns using two or more notes in combination. Teacher sings pattern using letter names and students repeat on recorder. (SS1, 2)

C. Play B, A and G both in solo material and as accompaniments to other songs. (SS1, 2, 4)

Examples for solo material:

- “Hot Cross Buns” (T)
- “Mary Had a Little Lamb” (T)
- “Au Clair de la lune” (T)
- “Babylon’s Fallin’” (H)
- “Go ‘Round the Mountain” (H)

Examples for accompaniments:

- “Hello to All the Children of the World” (SB)
- “Ahora voy a cantarles” (“Now Hear the Song”) (SB)
- “Love Somebody” (SB)
- “Great Day” (SB)
- “Old Dan Tucker” (SB)
- “Joy to the World” (SB)
- “Ambos a dos” (“Go Two By Two”) (SB)

Other resources for recorder:

Recorder Time – Gerald and Sonya Burakoff

Duet Time – Gerald and Sonya Burakoff

Easy 8 – Don Muro

Let’s Sing and Play – Peg Hoenack

Sing, Clap and Play

Resources Referenced

Abbreviation

<i>120 Singing Games and Dances for Elementary Schools</i> by Lois Choksy and David Brummitt Copyright 1987 by Prentice-Hall, Inc.	SG
<i>Folk Songs, Singing Games, and Play Parties</i> Volumes I-III By Jill Trinka	JT
<i>Holt Music</i> By Barbara Andress, Eunice Boardman Meske, Mary P. Pautz, and Fred Willman Copyright 1988 by Holt, Rinehart, and Winston, Publishers	H
<i>The Kodaly Method</i> By Lois Choksy Copyright 1988, Prentice Hall	K
<i>Sail Away</i> 155 American Folk Songs to sing, read and play Selected and Edited by Eleanor G. Locke Copyright 1988 by Boosey & Hawkes, Inc.	SA
<i>Silver-Burdett Making Music</i> Copyright 2005, Pearson Education, Inc.	SB
Traditional Folk Song	T
<i>A Workshop of Songs, Games and Dances</i> Booklet from a workshop presented by Janie Thurber and Shirley Wilson Hicksville Public Schools, Hicksville, NY, November, 1994	W